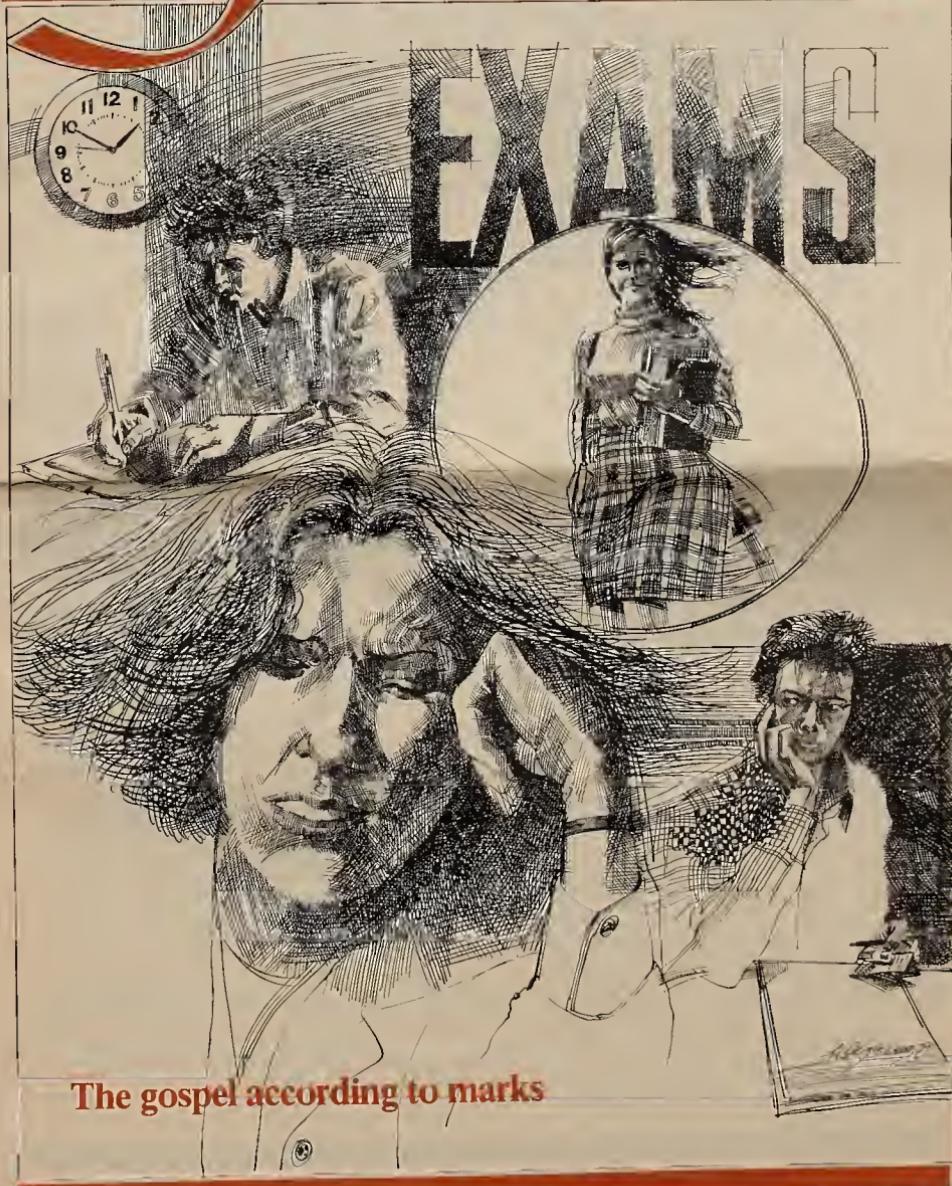




Graduate



The gospel according to marks

Herein

A Perception of Poets

EDITED BY DENNIS LEE

Novice writers are easily dissuaded from their craft, discouraged by the shapelessness of the learning period, says this year's writer-in-residence, Dennis Lee. But for the ones who persist the goal is the same: find the inner voice. In this issue, Lee presents the poems of eight apprentice writers who work and study at U of T. Read their work well, he says, and share in their challenge and exhilaration.

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The agony and the necessity 3

BY PAMELA CORNELL AND NORMA VALE

After a fall from grace during the heyday of student power, exams are coming back — with a vengeance! Most teachers believe they're still one of the best ways of finding out how much a student has absorbed. Students tolerate them, but for many, finals are hazardous to their health. The anxiety clinic can help.

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Editor: John Akers

Copy Editor: Margaret MacAdoo; Staff Writers: Pamela Cornell, B.A. '67 (Queen's), Norma Vale, B.A. '74 (York); Design: Maher & Maitland; Type & Layout: Chris Johnson; Photographs: David Lloyd, B.Sc. '77

Advisory Board: Mrs. E.J. (Lou) Ponterer, B.A. '62, chairman; Douglas Marshall, B.A. '57; Hon. B.A. '67, Vivian McDougall, B.A. '57; Prof. O. Scaggs; Donnely '57; Sonia Sinclair, B.A. '47; Prof. William Dunn, B.A. '48, M.A. '53; Prof. Roberta Davison, B.Litt. '38 (Oxon); E.H.M. Pinnington, B.A. '47; Director, Department of Alumni Affairs, Elizabeth Wilson, B.Sc. '57; Director, Department of Information Services, The Editor

For address changes contact: Alumnae Affairs, 47 Wilcocks Street, University of Toronto, Toronto, M5S 1A1. Telephone (416) 978-2319

Address all other correspondence to: Department of Information Services, 45 Wilcocks Street, Toronto, M5S 1A1. Telephone (416) 978-2194

Advertising representative: Alumna Media Ltd. 124 Ava Road, Toronto, Ontario M6C 1W1. Telephone (416) 531-6951

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John Burgon Bickersteth



arose out of his interest in me, his many kindnesses and benefactions.

After his retirement he came to live in England, the land of his birth, and settled within the precincts of Canterbury Cathedral.

I attended his funeral service in Canterbury on Monday, Feb. 12. Many who had known him for so long and who had benefited from his abiding interest in them and his friendship joined with the Archbishop of Canterbury, who presided at the service in the undercroft of the cathedral, in thanking Providence for such a good man as John Burgon Bickersteth, a son of Canterbury, a Canadian citizen and the warden of a student centre that brought out the greatest qualities of this successful teacher and friend of students.

The Hon. Paul Martin
High Commissioner for Canada
to the United Kingdom



John Burgon Bickersteth

The news of the death of John Burgon Bickersteth, long-time warden of Hart House, will sadden many in Canada, particularly graduates of the University of Toronto. Before coming to Hart House Bickersteth served as a teacher in western Canada. His great work, however, was Hart House, a unique institution of its kind.

My recollection of the warden goes back to 1921 when I heard him introduce a former Canadian prime minister about to make a noon-day address to the students who had gathered in the Music Room. This was the beginning of a long friendship which I enjoyed with Bickersteth. Hart House provided us with an opportunity to debate, to learn of Canadian art, the appreciation of music, the playing of games — swimming, boxing and fencing — and the theatre. Hart House reflected so much the exceptional character of its warden.

Many students will recall spending time with the warden in his room on the top floor of Hart House, the scene of discussions, meeting distinguished people — a practice which persisted long after my time at University. In the student days of my son, there was a visit to the warden's rooms and a meeting with President John F. Kennedy.

Burgon Bickersteth gave to my generation a real understanding of the dignity of public life. His many contacts with British statesmen, with whom he was in continuous contact, and his acquaintance with Canadian political figures enabled many of us to meet these personalities and draw from them and their lives the strengths which, put to the test, would be of service to the nation and to the world. His concept of public life made it a most ennobling and serviceable education.

He did not want education to stop at Hart House or within the university. There are many from U of T whose postgraduate studies, in Britain at Oxford and Cambridge and in the United States at its great universities, were made possible because of his interest, generosity and direction.

I was an intimate friend of Burgon Bickersteth for many years. My friendship

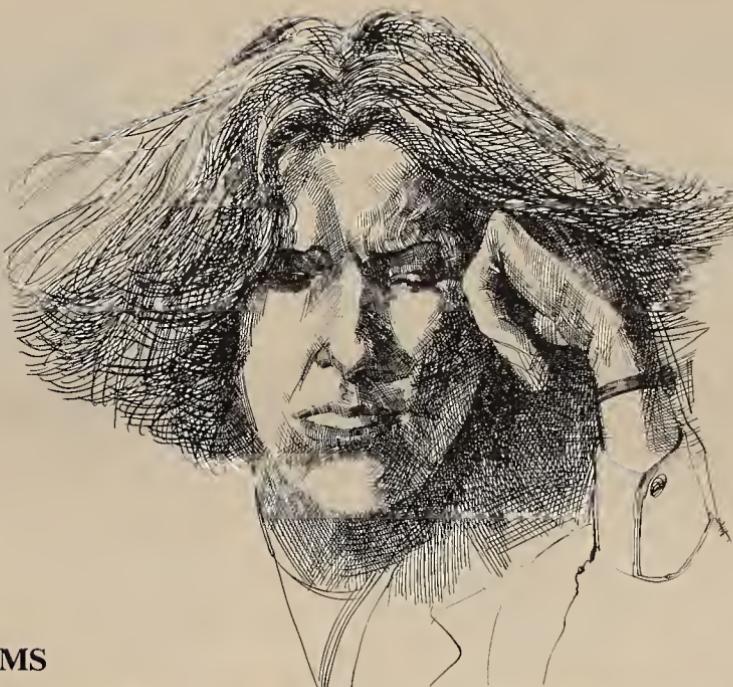
I was in England for the coronation in 1953, and was invited to a garden party at Lambeth Palace given by the Archbishop of Canterbury. I did not fond of garden parties, and the thought of a squash of bishops was terrifying, so my daughter and I went down to Canterbury instead. I called on Bickersteth, but he was away, so I left a card. Late that night we had a call at the hotel. We must come and visit him right away. We did, and had a fine night interview, and in the morning we had to go with him round the cathedral. He was engaged in working on the Middle English archive material of the cathedral. We went round, listening enthralled to his talk. We went into a small chapel. "Talks solidly here; this is Canada." Around us were the coats of arms of Canada's fighting forces, and above by the Duchess of Beaufort, with a banner on each side of her, which I thought was very tolerant. Then he told us of the Bull's ceremony. Every day at 11 o'clock an NCO and a warrant officer marched down the aisle. There, the NCO stood by

the bell of HMS Canterbury, the ringer stood at attention, while the bell was sounded 11 times. Then he stepped forward and turned one page of the Book of Remembrance where 18,000 names of the dead were inscribed. I thought of the Queen's Own Rifles in Toronto and the Book of Remembrance brought with ceremony to be laid on the altar of St. Paul's, Bloor Street.

It was a thoughtful Swanson, next morning, as we took a last look at the cathedral and headed along the Pilgrim's Way to Winchester.

No man ever seemed more adequate in the cathedral than the old warden of Hart House. He seemed a bit of gothic stone himself. And on that day he had received his certificate of Canadian citizenship, and proudly exclaimed "Now I am a Canadian," a proud boast by a proud and gallant man.

Archdeacon Cecil Swanson, IT
Calgary



EXAMS

The agony and...

By Pamela Cornell

The campus in February is dreary — drab skies and dirty snowbanks. A dismal time for students, with exams around the corner.

Soon the sun is being less elusive and the snowbanks are melting into mud. And students are gloomier. Pounding headaches, clammy hands, and knotted stomachs. Exams.

"Anxiety is a natural response to exams. The question is whether it's the facilitating or debilitating variety," says psychologist Rhonda Katz, who conducts test anxiety clinics at the University's Advisory Bureau (upstairs over the Royal Bank at the corner of Spadina and Harbord).

Debilitating anxiety triggered by exams can result in headaches, stomach cramps, heart palpitations, blanking out, throwing up, heavy sweating, and diarrhoea. The sufferers might feel isolated by their unsavoury symptoms, but they probably make up 15 to 20 percent of the student population at U of T, says Katz.

Some students damn well should be worried. They've been goofing off all year and they're going to flunk. But some have an unreasoning and totally unnecessary phobia about exams. And others simply lack the essential study skills; they're completely at sea in their courses and having great difficulty keeping their heads above water. Fifteen years ago, they would have been left to sink or swim. But that was before students launched their late-sixties clamour for the right, among others, to certain academic and psychiatric services. Today faculty and administration invest considerable time and effort on academic drowningproofing.

One brand of exam jitters can be eliminated by the study skills seminar at the Advisory Bureau or by the Woodsworth College effective study program. Both schemes help build the student's confidence by offering valuable how-to's — how to use the library, read a textbook, prepare for lectures, take notes, remember facts, set out a written argument, and choose appropriate study times, places, and techniques.

(See Anxiety, Page 4)

the necessity

By Norma Vale

More than a decade has passed since student power swept across North American university campuses. It was a political storm which left in its wake the shattered remains of many cherished scholarly traditions.

One of the casualties was the formal examination which, if not killed outright, certainly appeared to be mortally wounded. By the early 70s the exam was an endangered species. Statistics tell the story. In 1967 the U of T's largest faculty, arts and science, set 691 final examinations. Four years later — despite rising enrolment — the figure was down to 382 and that included spring finals and Christmas exams.

But the victim survived, much to the students' shock and even dismay: the formal examination is doing very well today, thank you. In fact bursting with health and renewed vigour.

The winds of radical change have calmed on campus and many of the changes that were wrought during those turbulent years are coming under new scrutiny. Even the students have changed, their preoccupation shifting from the fight for rights to the scramble for jobs. Students everywhere are questioning the quality and practical value of the education they're paying for.

Here at U of T the administration is reviewing the New Programme (introduced in 1968) which gave arts and science students "cafeteria-style" freedom to pick and choose the courses they wanted to study. Now it seems that the cafeteria curriculum's days are numbered. Critics — and they are many — long for a return to a more structured system in which certain core subjects become compulsory. Thus, in a time of reaction and flux, one certainty emerges: exams are coming back.

"There is a growing belief that exams have been taken too lightly," says English professor Henry Auster. He chairs a subcommittee of the University's Governing Council which has put together a revised grading practices policy based on submissions from all University divisions which strongly favours examinations.

(See Exams, Page 5)

ANXIETY CLINIC

Learning to cope with despair

(Continued from Page 3)

The transition from high school to university can be perplexing. Bright students who did well with minimal effort in high school can find themselves floundering at university. High school essays tend to emphasize imaginative, descriptive writing while university written work usually requires students to make defensible assertions, backing them up with evidence and meeting objections effectively.

"When students arrive at university, they think an argument is a violent verbal dispute between two people," says Roger Riendeau, an instructor in the Woodsworth remedial program. "We have to break down that preconditioning and make them see writing as a reasoning process, with a sound argument as the most essential component."

But not all exam anxiety is rooted in academic difficulties. The affliction is even more frustrating for students who know the material but who go to pieces when faced with an exam. Instead of reading the questions carefully, budgeting their time, and putting down considered answers, they channel their thinking into elaborate calculations of possible marks. Coming up with an anticipated low average, they flog themselves by envisioning the dire consequences of failure. Their last shred of self-confidence vanishes, along with the allotted time.

"Many begin to question their intelligence and that's really a shame," says Rhonda Katz, whose test anxiety clinics are much in demand, particularly around November and March. Students hear about the service from friends, student newspapers, and college registrars.

Each applicant is interviewed to determine the severity of his exam anxiety, then placed with a maximum of seven others in a group that will meet six times, in weekly sessions lasting an hour each. A get-acquainted session gives participants a chance to recount their respective horror stories. Then the problem is tackled, one step at a time.

"When people are tense," says Katz, "their chests constrict and their breathing becomes shallow. There they are, in a situation where being mentally alert is half the battle, and their brains are only getting half the normal supply of oxygen."

So deep breathing is the first exercise, followed by muscle tensing and relaxing, one limb at a time, then all together. These techniques are practised as homework, so the students gradually gain control of their bodies. The mind is the next target and the exercise is called "thought-stopping".

Students are asked to conjure up images of their activities and feelings just before an exam. They're walking across the campus towards the examination hall. The spring sunshine makes their eyes sting after late-night studying followed by a fitful sleep. Clearly they are facing an ordeal and yet they encounter fellow students who seem calm, philosophical if not downright cheerful. The contrast feeds the self-doubt. It's a moment of agony...

Cut," says Katz. "Deep-breathe slowly. That's it. Now totally relax your bodies. There. Doesn't that feel better? Okay, let's get back to it. You're entering the hall with those endless rows of desks. A sharp-eyed invigilator gives you a suspicious look. Uh, oh. Feeling sick? (One student last year actually did throw up during this exercise.) Quick now, deep-breathe..."

And on it goes, relentlessly, until each student has learned to recognize his own exam demons. To take counter-measures. Ultimately, to gain control.

In loco parentis supervision of undergraduates died out a decade ago, but old-fashioned motherly advice is always available at the study and anxiety clinics. Students are reminded to maintain a healthy eating, sleeping, and exercise schedule. They're cautioned against cramming; it's fatiguing and besides, facts are fast-forgotten and therefore unusable in future courses.

If study time is running short, they are told, ask the professor to pinpoint the key areas of the course in order of priority so the most important material can be reviewed at the last possible minute.

Other helpful suggestions include arriving early at the examination hall, reading the paper carefully (does it say "describe" or "define", "evaluate" or "criticize"), staying on topic, and not worrying about the person next to you who already appears to be on question four.



Third year political science student Myra Pastyk used to throw herself into working on whichever course seemed most urgent. That meant going unprepared to most of her lectures and having to scramble like mad to catch up. The mental scurrying was taking its toll on her nerves.

"Then I saw an ad for the Advisory Bureau and decided to see if their programs could get me better organized. First I went to the study skills seminar, then to the test anxiety clinic.

"Now I make out a weekly work schedule, allowing balanced amounts of time for each course. That plan shows me where I'm going with my studies."

Pastyk says she uses the clinic's deep-breathing technique when she's "tense about anything" and the relaxation exercises help her fall asleep every night.

Another woman told the *Graduate* that the pressure of exams had come at a time when she was already struggling with other problems. She was in her early thirties and going into her second undergraduate year when she moved to Toronto from Thunder Bay with her postgraduate student husband and their eight-year-old daughter. Family and friends were far away and money was in short supply.

Chronical fatigue, inability to concentrate, and suicidal tendencies brought her to the University's Health Service, where over a two-year period she had twice weekly sessions with Dr. Taylor Statton, director of the psychiatric counselling division.

"At first I was apprehensive," she says. "I had a lot of feelings bottled up that I was afraid to talk about. Dr. Statton helped me to discover that most of those feelings were normal. He was always there. I could even call him at home if I was in a crisis situation. He was extremely professional but with a genuine warmth and caring. I remember once he took the trouble to call and wish me luck before an economics exam I was particularly dreading."

"He brought our whole family closer together and without him I doubt if I would have been able to earn my degree."

Some students are more susceptible than others to exam anxiety because they're under acute pressure to do well. Typical is the young person who is the first from the family, perhaps even from the community, to go to university. Always an all-rounder, the friends and relatives have high expectations. Or the student might be desperate to get into graduate or professional school, where places are invariably limited.

For students from abroad, there is an additional stress factor. If they fail, their visas could be cancelled and thousands of dollars will have been lost in travel expenses, tuition fees, and the high cost of living in Toronto.

Busiest month at the Health Service's psychiatric division last academic year was March, with 546 individual counselling sessions recorded. Psychiatrist Patricia White says more women than men seek counselling "perhaps because they find it easier to talk about their emotional problems".

Adolescence is an undeniable stress factor, says Dr. White: "Everything is more intense at that age. Teenagers are more driven by their emotions and they have fewer mature strengths on which to depend. It's hard for them to imagine that failing an exam, or even an entire year, might not be the end of the world."

Relax
and do
better

Exams: Convenient, valid, imperfect . . . and here to stay!

(Continued from Page 3)

Auster says that student learning has suffered from the lessened emphasis on exams and that the chestnut that exams encourage rapid but mindless and short-lived assimilation of information, that they detract from the "true goals of learning", no longer sits well with most teachers.

Others agree, some with reservations. History professor Paul Rutherford, in fact, thinks graduate students are paying for their hiatus from exams. "They don't have basic exam skills," he says. "They sit down to write a comprehensive and they can't do it." He sees exams as a useful tool for evaluating a student's work and, like many teachers interviewed, a similarly effective "goad to learning". This was echoed across campus: exams and motivation are synonymous.

Professor Roselyn Stone, of the School of Physical & Health Education, says that exams become part of the learning experience itself "when a student is called on to sort out and work through ideas, rather than just recall information." Her own preference is the take-home exam. "Why," she asks, "should students carry around in their heads what they can find in books? What's important is that they have the tools to analyse the material critically."

New College registrar Hugh Mason favours the closed book, limited time exam. "It's important," he says, "for a professor to know that the material has been absorbed and can be produced without support."

But all of the teachers interviewed agreed that the exam is only one means of evaluation. Sociology professor Lorna Marsden agrees they can be useful, "particularly when students have dealt with quite a lot of material which they must synthesize". But to use them exclusively, she adds, "would be a poor way of testing a student's knowledge".

Most teachers admitted that one of the major reasons for a revived interest in examinations stems from the proliferation of store-bought essays. There are so many term paper writing services available to students today that an essay simply cannot any longer be regarded automatically as the student's own work. It's illegal; it's a form of cheating; it's ubiquitous.

So . . .

"A student may have bought his way through the term work," says St. Michael's College assistant registrar Richard Hayward, "but he can't buy his way in an exam." And Arthur Kruger, dean of arts and science, observes that "instructors have been burned" by students with essays they've bought.

Kruger thinks exams are valuable if they compel the student to take first and second term work and tie them together. And he adds that they've become indispensable in large classes. Speaking from the instructor's point of view he observes that "in a small seminar you might be better off without an exam, but in a large class you don't

An essay cannot any longer be regarded automatically as the student's own work

know the individuals and you've no way of knowing how familiar they are with the work".

Does a revival of ordeal by exam mean a return to the bad old days when the results of a single paper could make or break a student? Not at all, says Auster. With some exceptions, such as in the faculties of law and music, a final isn't worth more than perhaps 30 percent, he says. "The new grading practices policy gives greater importance to exams but not at the expense of essays and quizzes used throughout the year."

Nor does the policy attempt to make exams compulsory. One of its provisions entitles each division to decide whether an exam is necessary. In some disciplines such as engineering, which is intrinsically suited to exams, almost every course would have its finals. In arts and science all 100-series (introductory level) courses, with only a few exceptions, have finals. But above that level, says Kruger, "we will exempt any course if both instructor and department agree".

Still, more teachers are opting for them and this year arts and science will conduct 654 exams, almost double the figure of eight years ago.

How do students feel about this? Oddly enough there is a core of approval beneath a veneer of grumbling and sometimes there is simply the approval. Jennifer Leung and Eleanor Chan, both first year arts and science students, can't see the point. "If I can do the term assignments then I've learned the work," says Chan. "Exams may be a review but I don't think they're necessary."

Leung observes bluntly that "I usually forget what I've learned after I've written the exam".

But Evelien Bagchus, third year arts and science student, thrives on the challenge. "I enjoy the competitive aspect and the idea of performance," she says. "An exam is where you prove what you know and what you don't very quickly. You rely on your wits, with a certain amount of preparation."

First year pharmacy student Kelly Kavanaugh has written some tough ones but says nonetheless the exam is "a good evaluator. Some exams aren't just a matter of memorizing but make you apply what you've learned".

Well, there have always been exam enthusiasts. Some students almost qualify as exam junkies. But Jane Ramsay, a counsellor at U of T's Advisory Bureau, has a surprising observation. She deals with students who suffer from debilitating anxiety over exams and says she is shocked by the number of students who, despite severe emotional and physical stress at exam time, still think exams are the best, if not the only, way of testing a student's knowledge.

Some people just like to suffer it seems. And the way things are going there will be more and more opportunities for them. It's part of the learning process.

The flimflam factor: when your very best may not be quite good enough

York University in December. One hundred economics students writing an exam in two rooms, 50 students in each. They have — most of them, let us assume — prepared themselves and have no thoughts of cribbing, cheating, peering directly at a neighbour's paper for . . . inspiration.

A simple bureaucratic blunder: only one professor has been assigned to supervise. Professors, like waitresses, can't be in two places at the same time, so he copes as best he can, patrolling one room and then leaving to patrol the other.

Difficult subject, economics. There was a real potential for mischief here. None of the students had intended to cheat. But according to *Excalibur*, the student newspaper at York, "all hell broke loose". Every time the professor left one of those rooms to attend to the other, the unmonitored students grabbed textbooks, shouted answers back and forth. Perhaps not so much an act of cheating as taking advantage of an obvious break.

But after half an hour one student, Doug Emiley, had had enough. He walked out, marching to the department chairman's office to launch a protest.

Oh they investigated the incident but it was impossible to tell who had cheated and who hadn't, and officials decided they could hardly penalize the entire class by ordering a new exam.

Instead it was decided that those students who wanted to would be permitted to write a new exam. An optional exam. It was not a perfect solution but perhaps a reasonable one?

No. Emiley and several others refused. The students who had cheated still had an unfair advantage, he reasoned. The matter continued all the way to the university's senate and it, too, tried to please as many people as possible. Results of the first exam would be declared invalid. Yet another examination was concocted for those who had, on principle, refused to write the optional exam. And finally it was decided that anyone who chose not to write the optional exam or the senate-inspired third option could opt instead to have his mid-term mark stand as his final mark.

It's the kind of academic nightmare that can happen anywhere but fortunately rarely does. Certainly we've been lucky at

U of T. No one's going to pretend cheating doesn't happen, but during the three years of its existence the disciplinary tribunal set up to deal with, among other things, cheating has had to deal with only 13 cases, and one of them resulted in a conviction. It's not a bad record for a university of more than 47,000 students.

Patrick Phillips, secretary to the tribunal, says that since guilt is generally not in question, the five members of the jury —



teachers and students in the offender's faculty or school — spend most of their time determining punishment.

Punalties range from a relatively mild caution or warning to the ultimate punishment, expulsion, though no student has yet been expelled. Severe penalty yet imposed was on a fourth year arts and science student who had cheated in three courses and had also been found guilty of plagiarism. The student was suspended for two years. Lesser penalties can involve an official reprimand, an assigned mark of zero for the exam and for the course itself, loss of credit in all other courses not completed at the time of the offence, suspension for any period of time, or any combination of the above.

Why do students cheat? Sometimes just to squeak through a test they knew they'd fail; sometimes because of pressure to excel, particularly when entrance to professional faculties or schools depends on high marks.

Do cheaters ever prosper? Probably. Teddy Kennedy was caught cheating at Harvard and he hasn't fared badly — N.V.

Apprenticed to Truth and Uncertainty

Many people around the U of T write for pleasure or from inner need, rather than just for credits. A lot write poems and stories, and perhaps 125 of them have shown me their work this year: students, professors, secretaries, alumni — people of all ages and from all disciplines.

For most it is an amiable hobby. And this I applaud. But a few find themselves tugged further, into a serious apprenticeship in writing; and for them, I hold my breath. Let me explain why.

Writing is a peculiar calling in that, unlike most other disciplines, it has no set course of training. Certainly a beginning writer must spend time learning his or her craft — anywhere from two to 20 years. But the things that trigger growth will vary drastically from one writer to the next, and so each must improvise an apprenticeship that works for him. The rules are very firm. But they're never the same twice. It's no

wonder that most aspiring writers drift away to something else, stymied by the apparent shapelessness of this learning period.

But what is supposed to happen, if the apprentice persists? What is he trying to arrive at?

The usual term is as good as any: he's attempting to "find his voice". And in one way, the process is straightforward; it's a matter of trial and error, mimicry, false starts, revision... Sooner or later the writer may find his way to the unprogrammable fusion of subject and craft that will kindle him, let him speak "in his own voice", with a resonance of his own.

Yet after 15 years of observing that process, I am still bemused by how many gifted, disciplined people work and work and never do arrive — as well as by the capricious way it can happen for the most unpromising apprentice. Think ol-

Al Purdy, writing miserably for ten years, mediocritely for ten more — and then emerging at 40, against all odds, as one of the fine poets in the language!

There are many details of craft that can be taught and learned. But whether or not a given apprentice will ever find his voice — that is finally inscrutable. At the deepest level the rate of passage must be negotiated blindly, by intuition, on one's own.

The poems that follow are a cross-section of serious apprentice work from the U of T. With more space I could have included work by twice as many poets, and by several writers of fiction. But these should be enough to challenge a reader — "challenge", because to read apprentice writing well is to share in the demands and exhilaration of writing it well.

Which means, if you want to appropriate what is going on in these two pages, you

can't just race through the poems for content. The trick is to come to each one with a measure of stillness surrounding it, and see if you can tune your inner ear to the particular ring, the voice, the wave-length on which this poet is embarking. Much of his or her life is on the line as he tries to speak authentically, for authenticity of voice can't be faked.

It is irrelevant whether you know the names of 101 poetic techniques, or haven't read a poem since high school. Can you hear the way of being human that's embodied in this poem? In this one? This? That is where the writer's real wrestle is going on, and where (I believe) he will eventually come fully into his own as a poet. Or be unable to.

So, it is no craft for the weak in spirit.

Dennis Lee
Writer-in-residence, 1978-79

A Perception of Poets

TALK

The shops, the streets are full of old men who can't think of a thing to say anymore. Sometimes, looking at a girl, it almost occurs to them, but they can't make it out, they go pawing toward it through the fog.

The young men are still jostling shoulders as they walk along, tussling at one another with words. They're excited by talk, they can still see the danger.

The old women, thrifty with words, haggling for oranges, their mouths take bites out of the air. They know the value of oranges. They had to learn everything on their own.

The young women are worst off, no one has bothered to show them things. You can see their minds on their faces, they are like little lakes before a storm. They don't know it's confusion that makes them sad. It's lucky in a way though, because the young men take a look of confusion for inscrutability, and this excites them and makes them want to own this face they don't understand, something to be tinkered with at their leisure.

Roo Borson

SHE CONSIDERS HER POSITION

Brooding on your youth, your innocence, my days are filled imagining your hands, your lips, your fearful inexperience. I see you, shy, in corners of our coffeehouses; falling, candle-lit, hair all unbound into our bed. Daily I write you letters — not on paper, but the content no less certain than my fall from grace.

You are adored, and so I am obsessed. You do not breathe but that I wonder why. Oh young woman. Lover of my lover and whom my lover loves — do you not tire of this?

Jan Zwicky



Photos: Randy Brown

Roo Borson was born in California in 1952, went to Vancouver in 1974, and now works as a high-energy physics technician at U of T.



Jan Zwicky was born in Calgary in 1955, and now studies at U of T.

FIRE

One day it happens. You're out working again, down in a deep trench, sand and gnats and clay and deerflies, grit in your hair, between your teeth, your eyes all red and someone at the top, on the compressor, sees a line of smoke and calls you up and you know it's another fire. You can smell it in the air. So you straighten up and shake the dirt out and relax for a while as you ride the water truck to the crater the army left behind them with five hundred tons of TNT the last time. There's only one pump so the trucks line up. You fill yours when your turn comes. And then you're in the cab again still grinding clay between your teeth and trying not to swallow it and blowing flecks of black out into the handkerchief and thinking thank god for the fire, thank god. And later you plod along beside the flames, the water hose in front of you and where you've come from on your right, six feet of flame has vanished and your gloves are just about too hot to touch on the outside, your hair and eyebrows singed, it's overtime and you're in kind of a dream trying to remember what it is you're doing, what the hell you're doing here.

Kim Maltman

ME AND YOU

We did it in the road and we did it in the kitchen, on the beach, in a field; — no, that time wasn't with you, I think it was with Danny.

And we did it in cars, in the woods and in the yard — oh but those weren't with you, and in the canoe was with Stan.

But in the Andes with sheep moving in and around us was with you, and when you were the rocks and I was the weather was with you, and the many times deep in the Atlantic, Pacific and Arctic Oceans — in fact all the times I remember clearly were me and you, who else, who.

Polly Thompson

DEATH CHANGES, BUT DOES NOT REMOVE

The dead prefer the autumn to the winter months because as we turn melancholy with the defiant, flaming trees and bind ourselves within darkened walls to a longer, warmer sleep they hope we may sense from the likeness in our activities a thinning in the absolute distinction between their daily lives and ours.

It is a time of accounting. A single tree becomes again two multitudes: one of them, enumerated branches; the other, unnumbered, scattered dying. The dead watch us find the sky again among the tree's limbs, watch us choose, from many leaves, one scorched proof that dying changes but does not remove, watch for our ears to be opened to their whispered offerings.

Where our beginning and our ending touch, the dead lead our children on a dance with party hats and favours and old bones toward the cemetery barred against the lengthening of night. They stir the mirrors where a child may enter, but we ask if we might not go in first.

Theresa Moritz



Kim Maltman was born in Medicine Hat in 1950. He is doing a PhD in high-energy theoretical physics.



Polly Thompson was born in London, Ontario in 1954. She is completing her BA in philosophy.



Theresa Moritz was born in 1948 in Ohio. She is finishing her doctorate in medieval literature at the Centre for Medieval Studies

CONSIDERING THE UNBORN CHILDREN (on her 26th birthday)

Do you, in the deep redness of me
(or beyond the greenly hinting
leaves at this night's window),
blaming chemical or conscience,
curse me for your unembodied state?
You visionary cherubs, why
point angry fingers at me?
I have given you
much thought,
pondered the figures you might take,
what voices,
what clumsiness or grace;
the monthly possibilities confound me.
It is not greed that keeps
so much to myself. In one thing
I would school you:
"The wisest do not love
but guard their kin."

Think of me;
do not be anxious just to
step into a skin.
My darlings, do not worry
that you are
not now nor maybe ever shall be;
I consider, mostly, you.

Suzanne Nussey



Suzanne Glickman, a native of Montreal, was born in 1953. She studied at Tufts and Oxford, and is doing her doctorate in English literature.

ODE: AESTIVAL

People move, gravely specific
in the compass of their lives. They go north
they go south;
mouths close reverently on familiar names.

I stand in public squares
in this city or another
and hear the fountain's music
falling always in the light.
The same park bench, birds intent on crumbs,
newspapers spelling out the same old news.
People pass, two eyes and a nose,
in this city or another.

When I was small I'd sit by the window
mapping out the world. Above, the stars
baffling and infinite
shot like spiders on the waters of the sky.
Below, the city's gridwork, streets and houses
rooms full of people, people full of lives —
and then there was the body, streams and caverns
and its molecular being, a universe
grander than thought, more grand than I could say.

But now
even while pacing the comfortable streets
in summer, under green trees
the sky blue, everything in its place,
the neighbourhood's solidarity
assaults me.
And I think of the men whose skin I've touched
how they once looked kindly on me, and then away.
I think of the women whose thoughts I've shared
how they listened, but later scorned me
and with anger.
And I wonder where in this city
or anywhere under the arching sun
does kindness dwell?

The particulars of the season
are good; so are the houses, and the limbs of children,
peppers and tomatoes heaped for sale, the wind —
each palpable object moves me to new hope.
But still the echo of defeated love
love, and love again
sounds in my ear like the sea in a shell
and washes away the colours and the smells
and every fine and solid thing.

I stand on the balcony
and watch the twilight settle
opaque and soft as smoke. The sky
reproaches me with beauty.
Under my fingers the railings
are rough as bark, and the rooftops opposite
assert their homely comfort
at the night. Lights go on in kitchens,
the whole world hums.
The triumph of detail is an act of love!
Things are insistent; nothing
will be refused.

Susan Glickman



Bruce Whitehead was born in Toronto in 1952. He has published two chapbooks of poetry, and is doing his MA in library science.

BEING THERE

The forms & colours
of the world throng
about us like pigeons
around an old man

with bread to feed
them. Because we
are asleep the sun
is gone, & those

grey creatures rest
invisible somewhere
in the trees or
eaves of darkened

houses, til day,
when birds & men alike
stir cautiously awake,
hungry for each other.

Bruce Whitehead



Suzanne Nussey was born in Syracuse in 1952. She is a library technician at the Thomas Fisher Rare Book Library.

Presidents' Committee honours 171 members

The second annual Presidents' Committee dinner was held Wednesday, Feb. 7, in the Great Hall, Hart House. Members of the committee are individuals who have donated \$1,000 or more to the University in the past year. The membership for 1978 stands at 171, up from 152 for 1977. The majority of members are graduates.

C. Malin Harding, chairman of the committee, and President Ham spoke concerning the need of the University to receive sustained support from the private sector.

Mr. Harding is currently forming a small group to act as the executive of the Presidents' Committee. It will be their task to solicit prospective members and to retain those who are presently members.

Mr. Harding is well aware of the problem of financial constraint which faces the University today.

These are the names of members of the Presidents' Committee for 1978—donors of \$1,000 or more during the year.

Mr. St. Clair Balfour, Mrs. St. Clair Balfour, Mr. John D. Barrington, Mrs. Helen Barron, Mr. Walter A. Boan, Mrs. Mary J. Beattie, Mr. J. B. Bickersteth (deceased), Professor Claude T. Bissell, Professor V. W. Bladen, Mr. Richard C. S. Blue, Dr. A.

Bruce Robertson, Mr. David E. Buck, Mr. and Mrs. C. F. W. Burns, Mrs. E. G. Burton, Sr., Mrs. R. Burton, Mr. J. Leo Cahill, Dr. C.

John Chacko, Mr. Wallace Chalmers, Mr. Arthur J. E. Child, Professor M. B. Clarkson, Hon. Justice E. T. Collins,

Mr. Sydney C. Cooper, Mr. W. J. Corcoran, Mrs. Margaret A. Crang, Miss Miranda Davies, Mrs. E. K. Dawson, Hon. Mr.

Justice W. A. Donohoe, Mrs. Margareta Drake, Mrs. Agnes Dunbar, Dr. J. R. Evans, Mr. William A. Feslanger, Professor William O. Fennell, Mr. Gordon N. Fisher, Miss Margaret A. M. Fraser (deceased), Dr.

Goldwin French, Mrs. E. R. Friedlander,

Mr. Alan Osler Gibbons, Mr. Edwin A. Goodman, Q.C., Mr. D. L. Gordon, Mr. J. P. Gordon, Mr. and Mrs. Walter L. Gordon, Mrs. Dorothy F. Graham, Mr. Neil Douglas Graham, Professor V. E. Graham, Mr. John W. F. Griffin, Mr. Charles Lake Gundu (deceased), Mr. Arthur S.

Halpin, President J. M. Hamm, Mr. C. Malin Harding, Professor Helen Hardy, Professor F. K. Hare, Professor Robin S.

Harris, Mr. W. B. Harris, Mr. William C.

Harris, Mr. H. Clifford Hatch, Mr. W. L. Hayhurst, Q.C., Mr. H. V. Hearst, Mrs. V.

Hearst, Mrs. Mary G. Heintzman,

Mr. Sidney Hermann, Mr. A. Heyworth,

Dr. I. M. Hilliard, Professor Helen S. Hogg, Mrs. Frances Ireland, Mr. R. A. Irwin,

Mr. S. M. Irwin, Mr. H. R. Jackman, Q.C., Dr. W. F. James, Professor W. McAllister

Johnson, Reverend John M. Kelly,

Mrs. I. F. T. Kennedy, Mr. C. Macleinen King,

Mrs. Murray Koffler, Dr. R. G. N. Laird,

Mrs. Daniel A. Lang, Mr. J. R. Lemesurier, Mr. W. J. D. Lewis, Dr. Viola Lobodowsky, Mrs. Willie Ann Luckett (deceased), Mr. Alan Morar MacDonald, Mr. J. W. MacLean, Mr. Beverly Matthews, Q.C., Mrs. N. A. McCormick, Mr. C. E. Medland, Mr. Hugh J. Middleton, Mr. E. Stuart Miles, Mr. Paul Mills, Q.C., Mr. Ralph Mills, Q.C., Mr. Ralph Miserer, Mr. Michael Xavier Mooney, Mr. Trevor Moore, Mr. John A. Mullin, Q.C., Mr. Daniel J. Murphy, Mr. Harold J.

Murphy Q.C., Mr. Armond Ross Nahngang, Mr. Gerald Nash, Q.C., Dean V. J. Nordin, Dr. M. Justin O'Brien, Mr. Edmund G.

Dette, Mr. Louis L. Dette, Dr. G. Donald

D'Gorman, Dr. Stanley L. Doborne, Dr. L. Bradley Pett, Mr. Paul Robert Pitt (deceased), Mr. B. H. Rieger, Mr. John H. C. Riley, Dr. A. C. Ritchie, Mr. John J.

Robinette, Q.C., Mr. Robert Blair

Robinson, Mr. Herbert W. Rugg, Mrs. Mary M. Ruge, Dr. Robert Santalo, Dr. E. A.

Sellers, Reverend Lawrence K. Shook, Mr. M. E. Smith, Beverly and Wilson Southam, Mrs. Mary F. Stewart, Mrs. A. R. Stuart, Reverend Peter J. Swan, Mr. J. H. Sword, Mr. Burnett M. Thall, Mr. Michael R. Thompson, Colonel Frederick A. Tilston, V.C., Mr. John A. Tory, Q.C., Mr. Robert W. Tracy, Mr. William O. Twells, Mrs. Nora Vaughan, Mrs. Lillian Walkley, Miss Jean R. West, Mr. W. P. Wilder, Mr. Thomas Willcock, Mr. D. G. Willmott, Mrs. Rose Wolfe, and those donors who prefer to remain anonymous.

On Thursday, Feb. 8, a reception for those who had donated \$500 or more to the University in 1978 was held at the President's residence.

If you would like more information concerning these groups, please contact the Department of Private Funding.

come back for Spring Reunion

**Saturday June 2nd
Celebrating 0T9 1T9 2T9 3T9 5T4**

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THE SPRING REUNION COMMITTEE
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Letters

Watkins would lead us to chaos

Upon reading Prof. Mel Watkins' rebuttal to Prof. John Crispo's article (*Facing The Hard Facts*), I was left with a feeling of frustration. Watkins assessed Crispo's advice as assisting "in the planning of the rape".

As a private citizen and a graduate of the university system, I feel it necessary to respond. Prof. Watkins' style of confrontation will lead us into the same chaos the British now enjoy.

The only way to truly prosper (as the Japanese pointed out to Premier Davis last year, and as the Germans are continually demonstrating) is to increase the per dollar of production in Canada. As long as we persist in pursuing short term personal wage gains without commensurate productivity gains, we will be damaging our own future. Prof. Crispo's solution of selective increases is feasible because it will attract those with higher market and/or merit worth¹, and will "avoid layoffs"²; productivity increases beyond costs.

Industry acts in the same manner when not constrained, and nature of course, is selective; it is not elitism that I promote but common sense.

P.A. DeFreitas
 Streetsville

Alumniana



By Joanne Strong
Department of Alumni Affairs

You've heard, of course, of the five stages of a volunteer project? Exaltation, disenchantment, confusion, search for the guilty, distinction for the uninvolved ... Most University alumni projects are the antithesis. A recent example: The UC Alumni symposium, which was a smash success. More than 1,100 people turned out to hear Quentin Bell tell how it was growing up with the Bloomsbury group. At the reception afterwards there was that excited buzz which accompanies a unique occasion. To graduates who haven't been back to a campus event since they graduated — try us; you'll like us. Of general interest to alumni are the highly touted Canadian Perspectives series, five lectures by top academics geared to those who don't need a course but would enjoy some updating in a subject that was not a major study area until recently. Given twice a year, in October and April, on Wednesday mornings, this spring's topics included poetry, politics in an election year, biomedical engineering, coral reef research and oil in Canada. Open to all alumni, senior or not so, and heartily recommended. \$15 per person. For information, call Alumni House, 978-8991... Some events which should prove popular with alumni in late April include Social Work's workshop on competency based education and Household Science's spring symposium;

for those who want to find out how to succeed in business tho' female, a symposium with the authors of "The Managerial Woman", co-sponsored by UC Alumni and Trinity Convocation, will be held May 3... And for a change of pace, the Varsity Alumni are sponsoring a Trillium Cruise with refreshments and dancing to the Clinton Jazz Band on the decks of the old paddle-wheeler on June 26.

President Han delivered the straight goods to the alumni reps who form the UTAA directorate at a recent monthly meeting. Among the pithier bits from his address: Fees will continue to rise. Cutbacks have been with us for three years and will continue for at least another four as the provincial government is committed to a balanced budget. Students' share of the total operation is 13.5 percent and has been declining. They should pay a reasonable share, the President said, and he is willing to see this rise to 20 percent of costs. He is bent, also, on strengthening the role of the colleges and putting the emphasis back from graduate studies to the undergraduate program. Enrolment is still up but competition for students will increase. He urged alumni to speak honestly and forthrightly about the opportunities at U of T. The public, he said, does not seem to understand the value of a liberal education. A real education, the President pointed out, prepares you for any job.

The year end Varsity Fund take shows donations are up by 11 percent over 1977 and the number of donors increased by 1,357 for total alumni giving of \$743,898. St. Mike's was the fundraising champ but let's hear it for Woodsworth College, most of whose alumni earned their degrees part time. Woodsworth ranked sixth, just behind the big art arts colleges and faculty of engineering and had the fifth largest number of donors.

Which reminds us that Innis College has set up a fund to commemorate the late Professor Douglas Pimlott, zoologist, ecologist, environmentalist and fellow of Innis. It is hoped to raise enough to endow a scholarship in the environmental sciences in his name. Among his many other honours, Prof. Pimlott won the Alumni Faculty Award in 1976. Donations should be sent to the Principal's Office, Innis College, University of Toronto, Ontario MSS 1A1.

April 18, the UTAA holds this year's Alumni-Faculty dinner, its own version of the Academic Awards, when it presents the Faculty Award to a professor who has served the University and the community with distinction; and the Moss Scholarships to the best all-round students graduating in arts and science. Like the Oscar, the Faculty Award is monetarily insignificant but carries prestige because of its source — former students, the alumni — and for the calibre of previous winners. The Moss Scholarships, on the other hand, have added glamour: \$5,000 to each of this year's two winners. Unlike Oscar recipients, the University winners make traditionally brilliant after dinner speeches. For tickets: Alumni House.

Last spring, a post card from Roumania with illegible signature was delivered to Alumni House. The sender regretted not being able to attend Spring Reunion as it was his/her 50th reunion year. Alumni records cracked the case in no time. For one thing, the graduate was class of 278. And for another, there is only one graduate in Roumania. So, the card had to be from Mrs. E.F. Costros who received a diploma in public health nursing (there was no school of nursing then). Mrs. Costros is now a spry 83, spry enough anyway to read her U of T mail and send us postcards. Hers is one of 120,000 valid addresses alumni records has. In a usual week, records receives 2,000 address changes. Unfortunately, there are another 50,000 "lost" alumni who forgot to tell us they moved. However, thanks to a Varsity Fund grant, Diana Forster begins a two-year appointment this month to trace the lost sheep, update and verify the others. Forster plans extensive use of volunteers (want to help?) because it has been estimated that it could take one person 40 years to do the job alone. Now let's see. If it took one person 40 years to do the job, how many volunteers does she need to do it in two?

The new Trinity Provost is geographer Prof. Kenneth Hare, BSc, PhD, OC, FRSC, present head of the Institute for Environmental Studies at U of T. He succeeds George Iglesias and will assume office July 1. Prof. Hare was born in England and educated at London University and McGill. He has been dean of arts and science at McGill and served briefly as president of UBC. He joined the University staff in 1969.

Anonymous engineer provides \$500,000 insurance policy

The University of Toronto, through the generosity of an engineering alumnus, is to be the recipient of at least \$10,000 per year for special research in the Faculty of Applied Science & Engineering, as well as the beneficiary of a \$500,000 life insurance policy.

The University owns the half-million dollar policy and is responsible for the annual premiums. However, the donor has pledged an annual sum to cover these premiums and support research. As this is a dividend-bearing policy, the premium paid by the University will decrease each year by the amount of the dividend.

Eventually, the policy will provide a capital sum on which the interest will make available a handsome amount for engineering research.

Such benefactions may be made in other combinations of donations and life insurance, and the Department of Private Funding welcomes inquiries about the fundamentals of this unusual method of gifting to the University.

Unclaimed diplomas

If one of the many unclaimed June 1977 diplomas in U of T's office of Student Record Services is yours, why not pick it up or have it sent to you by registered mail?

In the first case, you'll need identification; should you send someone in your stead, a signed authorization must be proffered.

In the second case, write to: Diplomas, Student Record Services, 167 College St., University of Toronto, Toronto, Ontario MSS 1A1.

Enclose a cheque or money order (no cash), please for \$4.50 and provide all of the following information, typewritten or printed: your name at graduation; address; date of convocation; degree; faculty or school, and college if applicable; student number. If your name has changed since graduation, please provide some proof of your former name.

All June 1977 diplomas not picked up will be destroyed on July 1, 1979. There is a replacement fee, currently \$25, that will be assessed any graduate who wishes to obtain a diploma after that date.



Experience into Thought
Perspectives in
the Coleridge Notebooks

Kathleen Coburn

Admired as a genius and derided as an opium addict and plagiarist, Coleridge has never been secure in reputation. This private view, based on his own notebooks, presents a more human, more complex view of the poet and the man. \$7.50

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VIEW FROM THE 'BRIDGE'

By Bert Pinnington
Director of Alumni Affairs

Do you ever wonder how the money you give to the University is spent? In the past few weeks I have been gathering details from alumni constituencies. The results, although not yet complete, are fascinating.

All Varsity Fund donations except a very modest amount set aside for the President's Fund and common alumni costs are distributed to the dean, principal or director of your faculty, college or school. (The President's Fund gives money for such projects as the winter-in-residence, Common alumnus costs are for Spring Reunion, student liaison, etc.)

All other monies are administered through your constituency. The executive of your alumnus body prepares a budget in co-operation with your dean. Amounts are agreed upon for alumni projects such as scholarships, bursaries, loan funds, and so on. Further amounts are allotted for annual faculty projects — for instance library acquisitions, visiting lecturers, professional workshops and seminars. The remainder of the money is spent on major faculty projects.

To give you some idea of the amounts involved, over \$90,000 is spent on scholarships and bursaries each year: (Engineers, \$14,500; UC \$11,700; Victoria \$21,300, etc.). More than \$128,000 was spent in the last year on faculty projects: (Engineers, \$18,900; UC, \$8,020; Victoria, \$37,000). The list is long and impressive. The U of T system requiring deans and alumni executive committees to deal with these matters together is the envy of all those alumni associations with whom I have discussed it from coast to coast.

The responsibility rests at the level where the needs are most clear and with which most alumni identify — college, faculty or school. Our giving leaves lots of room for improvement and all are working hard to



achieve that — but the point is, your dollars are carefully spent by those who best know the needs.

There is another dimension to "giving" and "expenditures". This is the vast amount of time and effort given by thousands of volunteers each year and expended in the University's cause. On a survey it was found that over 6,000 people contributed time — in branches, on executives, in faculty councils and Governing Council, arranging reunions and other events, manning telephones, giving special advice and so on — making the life of the University better.

I do not believe that giving time in any way reduces one's responsibility to give money. However, I do want to put a focus on the gift of time. To put a cash amount on this particular gift tells little of its real value (try the basic plumber's rate of \$16 per hour — it equals \$96,000 if each volunteer gave only one hour). The real value is in the quality of the gift. Faculty councils benefit from the practical and professional experience alumni bring to them; governing bodies from the business acumen and pragmatism of alumni; communities from the visible support in branches of citizens to whom the University clearly has real meaning. This giving two leaves a lot of room for improvement and many are working hard to this end — your time is needed and it too is carefully spent.

The University gains immeasurably from gifts and expenditures in these two areas. Can you increase your giving — in both?

Join the campus ramble

Fine architecture, arboled walkways, Canada's largest library complex, and the place where Sir Frederick Banting and Dr. Charles Best discovered life-saving insulin . . . all contribute to a memorable hour-long tour of the University's historic St. George campus. A popular tourist attraction, the free tours are conducted three times daily (weekdays, except holidays) by trained students and senior alumni. The U of T Alumni Association funds the Campus Tours project, which is supervised by the public relations office, Information Services, 45 Willcocks St., (416) 978-2103.

Varsity Fund needs more donors

The University of Toronto's need is greater than ever before. In 1978, graduates recognized this with an increase in the total number of donors (an extra 1,357 or 9.3 percent more than last year) as well as the total amount donated (up \$72,884 or 11 percent from 1977).

Almost every constituency showed a percentage increase in total donations. The leaders were Household Science, up 105 percent, Social Work, up 109 percent, and Business Certificate, up an incredible 135 percent. St. Michael's College led with a dollar increase of \$10,282, followed by Engineering with \$9,540 more, and Victoria College with \$8,050 more.

The growth of the Varsity Fund is important if the University is to maintain and improve its standards in the face of rising costs and declining resources. The alumni must accept the challenge for 1979 — to increase the number of donors by at least 10 percent.

The University would like to thank all those who gave to the Varsity Fund. Their gifts help give U of T that margin of excellence that makes it one of the world's great universities.



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The University of Tours in the fabulous Chateau Country offers one-month language courses for beginners to advanced students of French. Afternoons and weekends are free to enjoy facilities including excursions in the beautiful Loire Valley, Brittany, Normandy, etc.

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The wisdom of Cho-Chu.



Mr. Leslie Cho-Chu and his sons, Alan and David, with their VW Rabbit.

In January 1978, Car and Driver Magazine called the Volkswagen Rabbit "the brightest kid in the class."

Mr. Leslie Cho-Chu, who was a stickler about many facts, So, let's talk about the facts of why you should buy a Rabbit and why you should buy one who sold one. Enter Mr. Leslie Cho-Chu, accomplished family man and Rabbit owner since March 1977.

VW: Just why did you buy a Volkswagen Rabbit, Mr. Cho-Chu?

Cho-Chu: I bought the Rabbit after I had my eyes opened everything could about all other cars. Shopping and comparing is always a wise thing to do.

WW: Mr. Cho-Chu, what about the economics of the VW Rabbit? Cho-Chu: A car can't be good unless the economics are equally as good. The Rabbit is most economical to drive and uses regular gas.

WW: Does the performance of the Rabbit stand up to the competition? Mr. Cho-Chu:

Cho-Chu: In a word, yes. A short, but very accurate comment! Because the Rabbit's one performance advantage is its four-wheel drive, fuel injection, 1.5 litre engine, rod and piston steering for sure handling, and a four-wheel independent suspension system for smoothness in ride.

WW: When the rear seat folds down, does it make the luggage area larger?

Cho-Chu: I think the luggage area is larger with the rear seat folded down. The rear window defroster, and steel belted radial tire make it stand out.



**The Volkswagen
Rabbit**

Don't settle for less.

Mr. Leslie Cho-Chu and his sons, Alan and David, with their VW Rabbit. © 1978 Volkswagen of America, Inc. All rights reserved. Volkswagen, the VW logo, and Rabbit are registered trademarks of Volkswagenwerk AG, West Germany. Registered trademark of Volkswagenwerk AG, West Germany. Volkswagen of America, Inc. is a wholly-owned subsidiary of Volkswagenwerk AG, West Germany. Volkswagen of America, Inc. is not affiliated with Volkswagenwerk AG, West Germany.

Events

Concerts

Noon Hour Concert.

Thursday, May 10.

Eugene Kash, violin; Leslie Kinton, piano; Alan Stellings, cello; music by Pierre Gallant

Concert Hall, Royal Conservatory of Music.

12:15 to 1 p.m. Information, 978-3771

Opera Excerpts.

Thursday, May 24, Saturday 26, Tuesday 29, Thursday 31, and Saturday, June 2.

Produced by the Opera Department, Faculty of Music, scenes will be staged and costumed, accompanied on the piano. MacMillan Theatre, Edward Johnson Building. 8 p.m. Tickets \$1, unreserved, available from box office from 5 p.m. before each performance. Information, 978-3744.

Spring Special South

Special rates are now available through C.U.T.S. from the end of April to mid-June. These C.U.T.S. holidays include return airfare, accommodation for one or two weeks, transfers between Hotel and airport, and extras as described. Meals, Canadian departure tax and hotel service charges (paid locally to hotel) are not included. Space is limited — so book early!

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The details given below were those available at the time of going to press. However, in case of later changes in program, readers are advised to check with the information telephone numbers given in the listings.

Donald McMurrich Memorial Scholarship Fund.

Sunday, June 3.

Peter Madgett, double bass, with assisting artists, will give sixth annual concert for fund established to assist a promising double bass student at either the faculty or the conservatory. Donations may be made to the University of Toronto. Walter Hall, Edward Johnson Building. 3 p.m. Information, 978-3744.

Conferences

Planning for a Management Career.

Thursday, May 3.

Symposium sponsored by UC Alumni Association and Trinity Convocation. Speakers, Profs. Margaret Hennig and Anne Jardim, Simmons College, authors of "The Managerial Woman". Convocation Hall. 8 p.m. Reception following at University College. Registration fee \$5, students \$2. Information, 978-4554 or 978-2651.

Erindale College Symposium on Communication and Affect.

Thursday, May 3 to Saturday, May 5.

Annual psychology symposium, sessions from 9 a.m. each day. Papers will include: "Biodeckard", Prof. Gary Schwartz, Yale University; "Treatment of Alcoholism", Prof. G. Terence Wilson, Rutgers University; "Self-Control of Emotions", Prof. Balfour Jeffreys, University of Utah. Registration required. Information, 828-5414.

Knox Alumni Conference.

Thursday, May 10 and Friday, May 11.

Speaker, Dr. David H.C. Read, Madison Avenue Presbyterian Church, New York City. Information and program: Knox College, University of Toronto, Toronto MSS 1A1; telephone, 979-2137.

Miscellany

J. Tuoz Wilson Research Laboratories.

Tuesday, May 1.

Dedication of the J. Tuoz Wilson Research Laboratories at Erindale College, reception in Art Gallery. Alumni cordially invited to attend. 8 p.m. Information, 828-5214.

Chancellor's Visits.

Sunday, May 6,

Boston.

Thursday, May 10,

New York City.

Invitations with further information about these visits by Dr. A.B.B. Moore will be sent to all graduates in the area.

Convocations.

All will be held in Convocation Hall except Trinity, May 9.

Monday, May 7,

Wycliffe College, 8 p.m.

Wednesday, May 9,

Knox College, 8 p.m.

Trinity College Divinity. Seeley Hall, 8:30 p.m.

Thursday, May 10,

Victoria University Convocation and

Emmerson College Graduation, 8 p.m.

June

Convocations will be listed in the next issue.

Alumni of Victoria College.

Monday, May 14.

Annual meeting to be followed by refreshments and entertainment. Alumni Hall, 8 p.m. Information, 978-3813.

The Spring Re-Union.

Friday, June 1 to Sunday, June 3.

Honoured years: 1909, 1919, 1929, 1939, 1954, and for Innis, New, Scarborough and Woodsworth Colleges, 1969. Details of special events planned by colleges, faculties and schools are available through the Department of Alumni Affairs, 47 Wilcock St., University of Toronto, Toronto, MSS 1A1, telephone 978-2366, or from alumni offices at the colleges. Please note: honoured years for Trinity are every five from 1909 to 1974; the annual engineering dinner dance on Friday evening will be held at Hart House this year.

Royal Conservatory of Music.

Courses, master classes and workshops. Auditions are required for workshops; deadline May 15. Workshops will be given as follows:

June 25 to July 7,

Orford String Quartet.

July 3 to 6,

Hugo Noth, accordion.

July 9 to 20,

York Winds.

Information: Summer School 1979, Royal Conservatory of Music, University of Toronto, Toronto MSS 1A1, telephone 978-3756.

Continuing Education

School of Continuing Studies.

Friday, May 4 and Saturday, May 5.

"How to Run a Productive Meeting". Integration of time management skills with group decision making, problem solving, agenda setting and decision implementation. Fee \$120.

Saturday, May 5,

"Plant Ecology".

Field trip in Maple area to study plant succession, competition and spatial distribution; development of field programs for elementary and secondary school students. Fee, \$25.

"Parasenology Awareness".

Workshop led by Dr. Howard Eisenberg will combine physical exercises and meditative techniques. Fee, \$45.

Sunday, May 27 to Friday, June 1,

"Self Directed Learning with Malcolm Knowles".

Methods of promoting inquiry skills and techniques. Fee \$250.

Information about these and other courses available: School of Continuing Studies, 158 St. George St., Toronto MSS 2V8 telephone 978-2400.

Arts Mississauga.

Friday, May 25 and Saturday, May 26.

Workshops and seminars on the performing and visual arts. Erindale College, Friday, 6 to 10 p.m.; Saturday, 10 a.m. to 5 p.m.

Information and registration, 828-5214.

Sports

from May 1, athletic programs for alumni will be organized as part of the new joint alumni membership plan for Hart House and the Department of Athletics & Recreation. During the summer, athletic programs and recreational swimming will be available in both Hart House and the Benson Building. From September, alumni members will have the full use of the athletic facilities located in Hart House and the new athletics and physical education centre.

May 14 to June 22,

and

July 3 to Aug. 10,

Fitness evaluation and special fitness classes. Instruction classes in dancing, karate, yoga, tennis, swimming.

ANNOUNCING A Special Alumni Membership Plan



Department of Athletics and Recreation



Effective May 1, 1979, a special all-inclusive membership will be available for all University of Toronto alumni who wish to make use of the facilities of Hart House (north and south wings) and the new Athletic Centre (Benson Building and the new Stevens Building which opens in September). This membership replaces all separate plans which included athletics previously offered to alumni by Hart House and the Department of Athletics and Recreation.

Special Summer Programme

Twelve month membership from May 1, 1979

\$150.00 per person

For additional information and application forms:

Programme Office, Department of Athletics and Recreation, Hart House 978-2447

Recreation, 320 Huron St. 978-3437